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Commitment to Nursing Education

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COMMITMENT TO NURSING EDUCATION

Commitment to Nursing Education

It is enthralling to be a nurse educator in the current dynamic healthcare world. It is essential that nurse educators are educated and skilled to master the various challenges of preparing students to meet the demands in multifaceted healthcare environments. As a nurse educator, I find it rewarding to listen to patients, students, and faculty share their experiences; observe students' development of self high expectations as they learn; and continually develop new teaching/learning principles that motivate students to seek new knowledge.

Nursing educators commonly focus on preparing nursing students to practice safe, quality care using clinical reasoning and clinical judgment skills. Students will learn clinical reasoning and clinical judgment skills most effectively if learning is meaningful to them. Meaningful learning is most apt to arouse students' curiosity and lead them to develop a "spirit of inquiry and a sense of wonderment," deemed by the National League for Nursing (NLN) as characteristic of excellent nursing education programs (NLN, 2011, p. 1). Students who develop an ongoing curiosity and desire life-long learning to strengthen nursing care are scholars much in demand by the nursing profession.

Philosophy on Teaching

My philosophy of teaching reflects a teaching/learning construct that leads to meaningful learning based on the concepts of professionalism, knowledge, engagement, and empowerment. Teaching/learning skills that embrace professionalism, knowledge, engagement, and empowerment have assisted me to practice and teach humanistic nursing care that is individualized and holistic for patients. A humanistic nursing care

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approach reflects nursing that expands beyond empiricism of practice by providing further understanding and appreciation of individuals' characteristics and relationships (Scanlon, 2006). The humanistic approach to nursing translated across the nursing curriculum assists faculty to teach in ways that promote meaningful learning. Scanlon claimed that a humanistic curriculum optimizes students' self-actualization and learning that reveals a deep level of learning. Briefly, I will elaborate on development of professionalism, knowledge, engagement, and empowerment that serve as a basis for my view of ideal teaching performance using a humanistic approach.

Development of Professionalism

Accomplished nursing scholars and professionals demonstrate respectful and ethical practice in all areas of nursing. Nursing educators are more likely to promote students' understanding of nursing professionalism when students gain acquiescence in the ethics of nursing practice. An excellent guide for nursing educators to use when teaching students ethical nursing practice are the following nine provisions of the Code of Ethics for Nursing (American Nurses Association, 2010) that include practicing care with:

- respect, dignity, worth, and uniqueness.
- assurance that the patient is the primary commitment.
- protection and advocacy of the patient and the patient's rights.
- appropriation of delegated tasks.
- professional growth and preservation of self.
- promotion of safe, quality of care.
- advancement of the nursing profession.

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- utilization of an interdisciplinary approach to meet health care needs of all populations.
- growth of professional practice and social policy.

Knowledge

Teaching evidence-based practice is essential and ideally encompasses the humanistic approach to nursing along with empiricism of practice. Performing honest research and remaining abreast of new evidence are crucial for nursing educators to capture when teaching and role-modeling best practice. Nursing educators who bring the American Nurse Association's (2010) professional nursing core values of human rights, dignity, and worth, to the fore in their teaching, service, and research, will more likely facilitate a positive environment for students and other faculty members.

Engagement

The third concept, engagement, most likely occurs when nursing educators maximize the students' potential based on their experiences and ambitions as described by Billings and Halstead (2005). Students need a voice in all phases of course planning, implementation, and evaluation. Students who are engaged in these phases of the curricular development may be more apt to accept accountability for their learning.

Empowerment

Lastly, it is essential that nursing educators empower students to gain meaningful learning. Teaching innovative nursing practice that reflects the students' individual interests and experiences will facilitate their desire to seek new opportunities and value life-long learning. Nursing educators who reach out to identify individual student

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attributes will be more apt to advance students' individualistic learning needs that will help them toward meeting their goals for learning.

Rationale for Choosing Nursing Education as My Career Path

Serving the nursing profession by learning and teaching ways to enhance patient care and advance the profession are primary reasons that I became a nurse educator. I have experienced an exciting venture during my 20 years of nursing experience in different nursing roles in intensive care, intravenous therapy, medical-surgical areas, acute and long-term care management, and nursing education. These experiences have presented me with opportunities to learn effective teaching methods for adult learners. Practicing a humanistic approach to perform and teach nursing care has provided meaningful and rich experiences that I feel committed to share with future nurses.

Anticipated Contribution to Nursing Education

I will continually seek for new ways to assist students in developing the "spirit of inquiry and wonderment" of nursing care as described by the NLN (2011, p. 1). Methods that I will expand on in order to facilitate students' learning include: Teaching in a collegial, reciprocal manner; exemplifying high expectations while inviting students' voice in setting goals; encouraging students' involvement in scholarly activities and bringing these activities into the course teaching some way; and utilizing innovative practices that reflect the students' experiences and individual interests. It is vital that I continue my education in order to improve as a nurse educator and role-model my commitment to continually learn ways to advance nursing practice and the nursing profession.

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Summary

The fundamental concepts of development, knowledge, engagement, and empowerment are serving well to guide me in promoting meaningful learning for students. Utilizing a humanistic approach is assisting me to lead students in practicing individualized and holistic nursing care. The reward of teaching and learning from the experiences of patients, students, and faculty; observing students' high expectations of themselves as future nurses; and seeing students' curiosity and motivation to seek new knowledge are phenomenal to me in the nurse educator role. I look forward to completing my advanced education and leading students to learn and grow as nursing professionals.

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